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ABSTRACT

To address the differing experiences and needs of women who are potential administrators and to examine the barriers to their success, the Hofstra University Department of Educational Administration initiated an intensive workshop called "Women in School Administration" in 1980. The authors begin this evaluation of the workshops by discussing the need for the course and the internal and external barriers facing women administrators. They describe the course's implementation, give a demographic profile of its participants, and list its three objectives: to increase participants' level of self-concept, produce growth in their long- and short-term career goals, and help them move into administrative positions. Evaluation of the course included tests of participants' ego development immediately before and after the workshops, surveys of career goals and job status during and one and two years after the workshops, and participants' written evaluations of the course. The evaluation data indicate the course succeeded in improving participants' self-concept and in changing their career goals and administrative positions. Appendices provide the course syllabi for 1980-1982, evaluation instruments for ego development and goal and job changes, and the course evaluation forms. (RW)

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Evaluation of a Course for Women in Educational Administration

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Running Head: Evaluation

Evaluation of a Course for Women in Educational Administration

> I wish we could give to every woman who has a novel theory dear to her soul for the improvement of the world, a chance to work out her theory in real life.
>
> Maria Mitchell
> Astronomer (1818-1889)

While the literature clearly indicates a scarcity of female administrators in educational institutions in the United States, the explanation of this phenomenon remains ripe for future study. Competing theories have been advanced to help us gain more understanding of this problem (see Adkison, 1981) and strategies for solutions have been guided by these theoretical frameworks. Programs which have emerged over the past decade as attempts to redress this gender and talent imbalance in our school hierarchy include, but are not limited to, the following approaches: deliberate recruitment of women into administrative preparation programs; provision of financial assistance to women pursuing careers in educational administration; courses and workshops geared to the unique needs of women aspirants; pressure to increase the number of women professors of educational administration; revision of curriculum materials for use in university classrooms and at conferences; creation of networks as support systems for providing women with contacts and job information; and the formation of organizations which actively lobby for the accomplishment of affirmative action goals (Shakeshaft, Note 1.)

A review of exemplary programs reveals that, in general, their goals and objectives are clear. However, there is a paucity of research on the efficacy of these intended remedies. This observation is not intended as a criticism, but rather as a clue to the difficulties faced by those who seek to evaluate such efforts. Some of the factors which contribute to the problem are: the necessary and expected time lag between receipt of administrative certification or training and offer of a job; the climate of retrenchment which affects administrative hiring; and, due to our inflationary economy, the reluctance of many to retire from their administrative positions. Additionally, methodological problems abound. In many cases, desirable controls are all but impossible to assure, and instruments which adequately uncover subtleties in attitudes, beliefs, self-concept and confidence, very difficult to find and administer.

Notwithstanding these obstacles, a small but important body of knowledge continues to grow and shed light on the results of training efforts and their implications for future programs in educational administration. This study provides information which contributes to this endeavor.

The strategy for change described in this paper was guided by research which supports the argument that sex role stereotyping and sex role socialization present barriers to women who are potential

educational leaders. Estler (1975) described the "woman's place" model which accounts for the lack of female administrators. Fishel and Pottker (1977) analyzed the school environment and found that it was a powerful socialization agent in relegating the female to a subordinate position. Terborg (1977) and Brown (1979) found evidence of the masculine ethic in management. Shakeshaft (1979) concluded that attitude research tends to report attitudes unfavorable to women in administration.

Those barriers to women in administration which are caused by sex role stereotyping and socialization may be internal and external. Internal barriers include such things as: aspiration level, beliefs and attitudes, motivations, and self-image. External barriers are manifested in: sex role stereotyping, discrimination, lack of professional preparation, too few role models, and major responsibility for family and home care. Attempts to redress the disparity between the percentages of males and females in school administration must begin with the recognition that preparation of female administrators in the "male model" is not sufficient to overcome these barriers. For this reason, in 1980 the Department of Educational Administration at Hofstra University initiated a course in the administrative certification program which was designed to address differences in need and experiences of the potential female administrator.

Need

In line with national norms, Hofstra saw a sharp increase in the number of female students enrolled in its program of educational administration during the 1970s. Unlike the previous decade when women were in the minority, their representation in courses leading to administrative certification at Hofstra rose to approximately 50% of the total enrollment. Although the numbers changed, the approach did not. The school administrator in ideal form was presented as a male—truly, the man in the principal's office--and, although this model produced dissonance in the minds of at least half the students, little effort was made to openly challenge the stereotype.

In the late 1970s the composition of the department changed. The addition of two female professors brought more sensitivity to the issues faced by women students as well as the awareness of the need for a formal approach to the training of female administrators. If, as the research indicated, sex role stereotyping and socialization contributed to the blockage of competent women from school administration, then it seemed logical that remedial efforts in skill areas where women have been traditionally weak should improve the situation. Thus, a course, Women in School Administration, was instituted.

Description of Course

Objectives

The primary goal of the Hofstra course, Women in School Administration, was to provide female students with information and training which would assist them in pursuit of an administrative career. In reaction to research on the negative effects produced by sex role stereotyping and socialization, the course addressed the unique needs and experiences of women by attempting to provide them with skills to change or modify behaviors that may hinder entry to administrative positions. Specific objectives of the course were:

- To help participants increase their level of self-concept
- To produce growth in short-term and long-term career goals
- To help participants move into administrative positions

The evaluation of the program's effectiveness in achieving these objectives was built into the design of the course and will be fully discussed in the section dealing with method.

Implementation

The Hofstra course, Women in School Administration, an intensive, three-credit workshop, was offered as part of the certification

program during the regular university intersession in years 1980, 1981, and 1982 (See Appendix A for Syllabus of course). The workshop examined sex role stereotyping, behaviors, and values which may block the entrance of women into administrative positions. Workshop sessions attempted to provide information and training to increase the career aspirations of women as well as to help them overcome the legacies of self-doubt, discrimination, and absence of role models. Topics dealt with: assertiveness skills, role conflict and time management; skills in communication; career planning; resume writing; interview techniques; stress; and the law and achievement of equity. Methods of instruction included lecture, class discussion, small group exercises, simulation, and guest presentations. Guest presenters were chosen for their ability to project excellent role models for the students; all were practicing school administrators who represented a variety of organizational levels and settings. Moreover, the course was taught by three female professors who have been active in equity issues and who have experience in a variety of roles in educational administration; one is a secondary school principal; one is an assistant superintendent for business; and one is an assistant professor of educational administration and an active researcher on equity issues.

Each topic was approached from a practical point of view; for example, what are the unique problems faced by the female applicant

for an administrative position in terms of resume construction and the interview situation? What strategies have been successful for others? Role playing of hypothetical situations provided the students with practice and tentative answers, as well as a raised consciousness of potential trouble spots.

Participants

With few exceptions, participants in the 1980, 1981, and 1982 classes were white, middle-aged women holding at least a masters degree. Most, but not all, were enrolled in an administrative certification program. Table 1 summarizes the class composition in each of the three sessions.

Evaluation Procedure

Before beginning a description of the method employed, a note on the weaknesses of the plan is in order. During all three years of the program, participants were volunteers who not only elected to enter a certification program in educational administration but who also took and paid tuition for this particular course for women. Although a few of the participants had either received administrative certification or were not planning to complete the entire certification program, the majority of participants had already decided that they would prepare for careers in administration and felt a need for this particular course. Since the course is designed for women who have made the decision to

Table 1

Class Composition

	Total	Gender				Racial				Marital Status				Mean Age
		Fem.		Male		Maj.		Min.		Married		Single		
	n	n	%	n	%	n	%	n	%	n	%	n	%	
1980	22	22	1 00	0	00	20	91	2	09	18	82	4	18	40.7
1981	30	29	97	1	03	29	97	1	03	16*	53	9*	30	40.3*
1982	19	18	95	1	05	19	1 00	0	00	10*	53	8*	42	40.9*
Total	71	69	97	2	03	68	96	3	04	44	62	21	30	40.6

* Missing Data

enter administration, we were not concerned about prior motivation for administration; however we were aware that participants' interest in taking this course might be problematic. Because these women chose to participate in the course, we suspect that they have a level of awareness of the difficulties ahead which may set them apart from women who did not elect to take the course. This sophistication may mean that these women already have the skills and motivation to achieve, regardless of the effects of the course.

Compounding the volunteer sample problem is the lack of a control group. In none of the years that we have evaluated the program have we used a control group. We were not able, within the confines of the structure of this particular university, tc find a similar group of women (for instance, women who had elected to take the course but were not allowed entry) to serve as a control.

We have chosen to use the evaluations of the participants of the program as evidence of the program's effectiveness. Nevertheless, lack of a control group and the use of a volunteer sample are major weaknesses in the design of the evaluation which may render interpretation of the results difficult.

Sample

The first three years of this project (1980-1982) have been selected for evaluation of its effectiveness in achieving the objectives set forth by the three instructors when the course was developed

in the fall of 1979. Because the evaluation plan calls for two-year follow-ups, the final evaluation report will not be available until 1984. To date, only the first class, held in January 1980, has been completely evaluated. Accordingly, complete evaluation data is available only for year one.

While participants have been fully described in a previous section, it is important to note that not all of the evaluation data from participants was useable. We had hoped that data for all participants and thus the entire population could be used. However, this was not, in all cases, possible. Therefore, size of sample for each component of the evaluation will be indicated.

Instruments

The objectives of the course were evaluated using three mechanisms: (1) Loevinger Sentence Completion Test for Measuring Ego Development; (2) Survey of Short and Long Term Career Goals and Current Job Status; (3) Course and Session Evaluation Forms.

Loevinger Sentence Completion Test for Measuring Ego Development: In an effort to measure increases in self concept, the Loevinger Test (Appendix B) was administered to participants at the beginning of the first class session and again at the end of the workshop. The Loevinger Test was chosen to measure this construct because it has been shown to measure ego development in women (Loevinger & Wessler, 1970). Loevinger and Wessler describe ego as:

> ...holistic views of personality...concerned with the impulse control and character development, with interpersonal relations, and with cognitive preoccupations, including self concept.
>
> (p.3)

Additionally, they view ego development as an abstraction as well as a normal developmental procedure which encompasses nine stages as can be seen in Table 2. Progression to higher stages has been found by Brayfield (1975) to be necessary for the success of women in leadership positions in education.

The reliability and validity of the Sentence Completion test has been well documented by Loevinger and Wessler. For a complete discussion of the testing process and its reliability and validity, please refer to Measuring Ego Development, vol. 1 (Loevinger & Wessler, 1970). Because scoring the Loevinger Sentence Completion Test requires extensive training, protocols were scored by an individual at Harvard University trained in the method.

Survey of Short and Long Term Career Goals and Current Job Status: A paper and pencil survey of short and long term career goals and current job status (Appendix C) was administered to the participants both prior to and at the completion of the course; a mail survey of the same questions was sent to participants a year later; and two years after the course, participants were contacted by telephone concerning their short

Table 2

Some Milestones of Ego Development

Stage	Code	Impulse Control Character Develop.	Interpersonal Style	Conscious Preoccupat.	Cognitive Style
Presocial	1-1		Autistic	Self vs Non-self	
Symbiotic			Symbiotic		
Impulsive	1-2	Impulsive, fear of retaliation	Receiv.,dependent,exploitive	Bodily feelings especially sexual & aggressive	Stereotypy, conceptual, confusion
Self-protective	4	Fear of being caught, externalizing blame, opportunist	Wary,manipulative,exploitive	Self-protecting, wishes,things, advantage,control	
Conformist	1-3	Conform.to external rules, shame, guilt for breaking rules	Belonging,helping, superfic. niceness	Appear.,social acceptability, banal feelings, behavior	Conceptual, simplicity, stereotypes, cliches
Conscientious	1-4	Self-evaluated standards,self-critic. guilt for consequences,long-term goals and ideals	Intensive,responsible,mutual,concern for communication	Differentiated feelings,motives for behavior, self-respect, achievements, traits,express.	Conceptual complexity, idea of patterning
Autonomous	1-5	Add: coping with conflicting inner needs,toleration	Add: Respect for autonomy	Vividly conveyed feelings,integration of physiological & psychologic. causation of behavior,develop. self-fulfillment,self in social context	Increased conceptual complexity,complex patterns,toleration for ambiguity,broad scope,objectiv.
Integrated	1-6	Add: Reconciling inner conflicts, renunciation of unattainable	Add: Cherishing of individuality	Add: Identity	

NOTE: "Add" means in addition to the description applying to the previous level.

(Loevinger & Wessler, 1970, pgs. 10 & 1).

and long term goals as well as their current job title. This method was chosen so that participants could indicate what career futures and goals they were working toward, as well as to indicate their current job status. For future evaluations, we plan to change this survey from an open-ended to a forced-choice format since the open-ended approach made it difficult for us to gather comparable data. While we had originally rejected a forced-choice format because we believed it would pre-determine participants' responses, we are now able to construct a survey which will overcome this objection and at the same time provide comparable answers.

Course and Session Evaluation Forms: Formative and summative paper and pencil evaluation forms were used to determine participants' views of each session as well as of the course as a whole (Appendix D). The latter evaluation was undertaken using both the official Hofstra University Department of Educational Administration Evaluation Form and a form developed by the instructors for this course.

Results

OBJECTIVE 1: THE COURSE WILL HELP PARTICIPANTS INCREASE THEIR LEVEL OF SELF CONCEPT.

Increases in self concept were measured using the Loevinger Sentence Completion Test for Measuring Ego Development. Participants completed the form at the beginning of class and again three weeks later, at the close of the class. While participants in all three classes completed the Sentence Completion Test, results are presented only for year one participants. Individual ego development scores were determined by a scorer at Harvard University. As suggested by this scorer, results were analyzed in two ways: a sentence by sentence gain-loss was computed for each participant and pre and post holistic scores were compared. The former method is more sensitive than the latter to incremental changes. However, the results of both forms of analysis are reported in this section.

An analysis of the sentence by sentence comparisons of gain-loss scores for each individual (n=20) found that 65% of the participants increased in ego state level while 35% decreased in ego state level. The mean gain score was .412, while the mean loss score was -.277. A chi-squared test of significance of the gain/loss frequencies resulted in a chi-square of 1.8 with 1 d.f. which is not statistically significant at the .05 level. Thus, according to the results of this analysis, the observed gains and losses

are no different than those that would occur by change. However, it should be kept in mind that sample size affects significance level, the chi squared test is designed for large samples, and this was a small sample. Therefore, a test of significance may not be a particularly meaningful measure of effect. Table 3 presents the raw scores for participants used for this method, while Table 4 summarizes the results of the analyses.

Analyzing the changes using the holistic approach, a less sensitive measure of change, it was found that 40% of the class showed gains, 35% remained the same, and 25% showed decreases in ego state level. A chi squared analysis of these distributions resulted in a chi-square of .70070 with 2 d.f., which is not significant at the .05 level and which indicates that these frequencies are no different than those which would occur by chance. Again, the limitations of this analysis should be kept in mind. Table 5 presents the raw scores for participants, while Table 6 summarizes the results of the analyses using the holistic approach.

Table 3

Sentence by Sentence Ego State Changes

Participant	# Up	# Down	# No Change	Mean Change Score
1	18	4	18	+ .97
2	13	7	16	+ .47
3	5	4	27	+ .05
4	5	16	14	- .50
5	14	11	11	+ .25
6	6	10	20	- .25
7	17	7	12	+ .55
8	2	16	18	- .55
9	8	7	21	+ .13
10	15	9	12	+ .17
11	13	5	18	+ .58
12	12	9	15	+ .11
13	7	13	16	- .25
14	11	9	16	+ .25
15	5	7	24	- .11
16	8	9	19	+ .08
17	19	2	15	+ .75
18	11	9	16	+ .17
19	7	8	21	- .03
20	8	13	15	- .25
Total	204	175	340	Mean Increase .4117
				Mean Decrease - .2768

Table 4

Sentence by Sentence Analysis of

Changes in Ego Level

	N	%
Gain	13	65
Loss	7	35
Total	20	100

Table 5

Holistic Ego State Changes

Participant	Ego State Level		Change in Level
	Pre-Score	Post-Score	
1	3/4	5	+ 2
2	3/4	4	+ 1
3	4	4	0
4	4/5	4	- 1
5	4	4/5	+ 1
6	4	3/4	- 1
7	3/4	4	+ 1
8	3/4	3	- 1
9	4	4	0
10	4/5	4/5	0
11	3	3/4	+ 1
12	4	4	0
13	4	4	0
14	4/5	4	- 1
15	3/4	4	+ 1
16	4	4	0
17	3/4	4	+ 1
18	4	4/5	+ 1
19	4	4	0
20	4/5	3/4	- 2
Mean	4.9	5	+ .1

Table 6

Holistic Analysis

of Changes in Ego Level

	N	%
Gain	8	40
Loss	5	25
No Change	7	35
Total	20	100

OBJECTIVE 2: THE COURSE WILL PRODUCE GROWTH IN SHORT TERM AND LONG TERM CAREER GOALS.

Growth in career aspiration was measured by means of surveys administered to the students both prior to and at the completion of the course; a mail survey containing the same questions was sent to the participants one year later; and, a telephone survey two years after completion of the course.

Of the fourteen participants surveyed in the 1980 course, eight (57.1%) indicated change in short-term goals and nine (64.3%) indicated change in long-term goals. Correspondingly, in the 1981 course, fourteen (48.3%) of twenty-nine respondents indicated short term career goal changes and nine (31.0%) of twenty-nine denoted changes in long-term goals.

Twelve (85.71%) of the fourteen participants sampled in the 1980 course responded affirmatively that the course had changed or affected their career lives and twenty-six (89.65%) of the twenty-nine respondents in the 1981 course responded similarly. Open-ended responses describing this change or effect were divided into six categories and participants' responses were assigned to appropriate categories. Several participants presented multiple responses and accordingly, assignments of these responses to more than one category were made. Consequently, the total of responses is greater than the number of participants.

Table 7 presents participants' responses in each of six categories, while Table 8 summarizes participants' perception of change which occurred as a result of the courses.

OBJECTIVE 3: TO HELP PARTICIPANTS MOVE INTO ADMINISTRATIVE POSITIONS.

Data regarding change in job responsibility were obtained from the December 1981 telephone survey. It was anticipated that there would be a greater percentage of job changes with the 1980 course participants since these participants had twice as much time within which to make job movements as the participants in the 1981 course. Intervening variables that must be considered along with further analysis of this area include: (a) the number of participants holding administrative certification; and, (b) the number of women (locally, statewide and/or nationally) who obtained administrative positions during the time interval covered by the study.

Five (35.7%) of fourteen participants sampled from the 1980 course and five (17.2%) of the twenty-nine participants sampled from the 1981 course indicated a change in job responsibility subsequent to their enrollment in the course. Examples of some changes include: teacher to department chairperson, teacher to grade supervisor, and educational evaluator to assistant chairperson of the Committee on the Handicapped.

Table 7

Participants' Perceptions of Effect of Course

Category	1980 (N=12)	1981 (N=26)	Total (N=38)
Caused Change of Job	1	1	2
Enhanced Job-Seeking Skills	0	6	6
Clarified Goals	2	2	4
Enhanced Self-Confidence	5	8	13
Created Awareness of Issues	6	14	20
Reinforced Existing Knowledge of Bias	1	1	2
Total	15	32	47

Table 8

Extent of Perceived Change in Career Goals and Career Life

Year	Sample Size	Change in Short-Term Career Goals		Change in Long-Term Career Goals		Change in Career Life	
		n	%	n	%	n	%
1980	14	8	57.1	9	64.3	12	85.7
1981	29	14	48.3	9	31.0	26	89.6
Total	43	22	51.2	18	41.9	38	88.4

Table 9 summarizes the change in job responsibility of participants in the 1980 and 1981 sessions.

OTHER OBJECTIVES: COURSE AND SESSION EVALUATIONS

In an attempt to obtain feedback, evaluations of each session and the course as a whole were requested of participants. Table 10 indicates participants' evaluation of the course as compared with other courses they have taken.

As indicated in Table 10, 68% of the participants rated the course in comparison to others they had taken as being in the top 5%, 27% rated it in the top quartile, and .05% rated the course as being average. No participants rated the course in any of the categories below the average category.

Some major strengths of the course noted by the participants include: sharing of experiences; supportive atmosphere; opportunity to develop awareness of womens' needs in administration; expertise, sincerity, and diversity of opinions of the instructors; guest speakers; group work; solid research base; assistance with resumes and interview preparation; opportunity to see women who are actively achievement oriented; practical information; networking; wealth of handouts; varied approach and methods; course organization and high level of intellectual approach.

The major weakness of the course noted by most participants centered about the lack of time to adequately develop skills, discuss

Table 9

Percentage of Job Changes into Administration of

1980 and 1981 Participants

Year	Sample Size	Job Change %	n
1980	14	35.7	5
1981	29	17.2	5
Total	43	23.3	10

Table 10

Percentage by Category of Participants' Ratings

Year	Top 5% %	Top Quartile %	Average %	Lower Quartile %	Lowest 5% %
1980 (N=22)	64	32	4	00	00
1981 (N=25)	76	20	4	00	00
1982 (N=15)	60	33	7	00	00
Total	68	27	5	00	00

discuss reactions or thoughts from previous sessions, complete small group exercises, develop ideas and cover all the issues and tactics for resolution. One response noted the lack of minority representation among the guest speakers.

Perhaps the best way to summarize the general feeling expressed by an overwhelming number of responses is to cite one particular participant who stated that as a result of the course, "I feel better about myself and my 'cause'. I don't feel my efforts to make changes in education will be futile or inconsequential. I now feel tremendous camaraderie with my fellow women administrators. Women in Administration allowed me to see that there is a brighter horizon ahead for education because we women are dedicated, devoted and SMART. I want to be part of it. I want to make it happen."

Discussion

In an effort to determine whether a "remedial" course for women addressing specific barriers found to prohibit them from entering school administration was successful, evaluation of an on-going course, Women in School Administration, was undertaken. Although complete evaluation data are only available for year one of the three-year project, results indicate that the course has made a difference in both the career and personal lives of those who participated.

The majority of participants showed an increase in ego level at

the completion of the course, and one and two years later indicated changes both in career goals and job title. Evaluations by participants both at the time of the course and one and two years later indicate a belief by participants that the course did, indeed, make a difference. Follow-up with participants has found that in addition to the goals specified by the project directors, other positive outcomes have resulted. For instance, networks formed in the classes have been maintained, friendships blossomed and were sustained, cooperative projects between school districts resulted, several participants decided to continue into the doctoral program , and several participants have continued to refine class papers for publication in journals and for dissertation research. Additionally, many of the women participants indicate radical change in their personal lives since taking the course and currently present their personal and professional lives as being in transition.

Although lack of a control group and inability to assign participants randomly to the class inhibit the understanding of the relationship between the class and subsequent actions of participants, the personal testimonies of the women and men in the class are too strong to let us conclude either no effect or inability to determine the effect. It is clear to the project directors that the class was an important part of the career and personal lives of the participants.

We believe a course of this nature is essential to women aspiring to careers in school administration. For the same reasons that courses in human interaction were added to administrative curriculums to provide male students with skills most were not socialized to have, this course was added to the Hofstra Administrative Certification Program to provide women with both a support system and a remedial curriculum to offer skills not usually consistent with female socialization. When such female socialization patterns end, so, too, will the need for this course.

Note

1. Shakeshaft, C. Strategies for overcoming barriers to women in school administration. Book chapter in preparation.

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Appendix A

Course Syllabi

Appendix A

Hofstra University

School of Education
Department of Educational Administration

Educational Administration 280: Women in School Administration

January, 1980 X Semester
January 3, 5-9 PM; January 5,12,19, 9 AM - 4 PM
Semester Hours: 3
Dr. Arlene Gilligan
Dr. Dorothy Pierce
Dr. Charol Shakeshaft

Student Center
Room 145

Course Objectives:

1. To examine barriers which may hinder the entrance of women into administrative positions; and,
2. To provide specific information, training, and skills to help women overcome these barriers.

Assignments:

1. Construct your own resume and make copies for each member of the class -- For January 12th session.
2. Select a project which you will develop and share with other members of the class on January 19th. Some examples: A personal career plan; report on book, paper on articles; project with your class or faculty; series of interviews with administrators in the district; research paper; interviews with board members on attitudes toward women.

Format of Class:

The Saturday sessions will be all day workshop sessions. Therefore, it will be best to "brown bag" our lunch on these Saturdays so that we can get to know one another better and do some sharing of ideas during the break.

Evaluation:

Participants in the class will be evaluated on their project, their class participation, and their attendance.

Office Hours (by appointment):

Dr. Gilligan	Dr. Pierce	Dr Shakeshaft
560-3551 (Office)	321-3030 (Office)	560-3551 (Office)
223-8764 (Home)	499-3380 (Home)	627-5305 (Home)

Appendix A (Cont.)

Women in School Administration

Course Outline

Session I: Growing Up Female

January 3, 5-9 PM

Introductions and Expectations
Time Lines
Consciousness Raising Exercises

Session II: Fighting Back - Coping Strategies

January 5, 9 AM - 4 PM

9:00 - 9:30	Barriers to Women in Educational Administration: What the Research Tells Us
9:30 - 11:30	Assertiveness Training: Changing the Way We Present Ourselves
11:30 - 12:30	LUNCH
12:30 - 2:00	Succeeding in a Male World: Women Administrators Talk About Themselves, Their Work, Their Struggles, and Their Successes Dr. Mildred David, Principal, Hewlett Elementaty School Dr. Sally Evans, Principal, Lee Road School, Kantagh Marilyn Foodim, Administrative Assistant, Half Hollow Hills School District Jessica Greenwich, Assistant Principal, Jr. H.S. 265, Brooklyn Barbara Kolb, Principal, Woodmere Jr. High School Dr. Rhoda Lansky, Superintendent, Westbury Public Schools Betty Levinson, Assistant Superintendent, Lynbrook Public Schools
2:00 - 4:00	Getting Ahead: The New Girls Network Sponsorship, Networking, Organizations and Journals of Interest

Session III: The Male World of School Administration: Opening Doors

January 12, 9 AM - 4 PM

9:00 - 9:30	Introduction of Guests, Opening Remarks
9:30 - 11:30	The Job Interview: An Insider's View Dr. Fred Ambellan, Guidelines, Inc. Dr. William Phelan, Guidelines, Inc. Helen Ready, Personnel Administrator, Half Hollow Hills
11:30 - 12:30	LUNCH
12:30 - 2:00	The Calling Card: Preparing the Resume Group Sharing and Critique of Individual Resumes
2:00 - 3:00	A Foot in the Door: Interviewing Techniques
3:00 - 4:00	In the Eye of the Beholder: Dress, Speech, Impressions

Appendix A (Cont.)

SESSION IV: DISCRIMINATION: HOW TO RECOGNIZE IT, WHAT TO DO ABOUT IT
January 19, 9 AM - 4 PM

9:00 - 10:30	Paranoid Fantasies or Sex Discrimination?
10:30 - 12:00	Sex Discrimination: Legal Remedies Rita Brettscheneider, Attorney, Huntington
12:00 - 1:00	LUNCH
1:00 - 4:00	Project Sharing, Wrap-up, Evaluations

Appendix A (Cont.)

Hofstra University

School of Education

Department of Educational Administration

Educational Administration 280: Women in School Administration

January 1981 X Semester
January 8, 5-9 PM: January 10, 17, 24, 9 AM - 4 PM

Student Center, Room 145

Dr. Arlene Gilligan: 764-1700 (office); 223-8764 (home) Office Hours by Appointment
Dr. Dorothy Pierce: 321-3030 (office); 499-3380 (home) Office Hours by Appointment
Dr. Charol Shakeshaft:560-3551 (office); 292-9621 (home) Office Hours by Appointment

Course Objectives:

1. To examine barriers which may hinder the entrance of women into administrative positions;
2. To provide specific information, training, and skills to help women overcome these barriers.

Assignments:

1. Construct your own resume and make copies for each member of the class; Due for Session III.
2. Select a project which you will develop and share with other members of the class during Session IV. Choose your topic in consultation with the instructors or from the list provided during the first class session.

Textbooks:

Women and Educational Leadership. Sari Knopp Biklin and Marilyn B. Brannigan. Lexington, MA: Lexington Books, 1980.

Design for Equity: Women and Leadership in Higher Education. WEEA Distribution Center, 55 Chapel Street, Newton, MA 02160.

Education: The Critical Filter, vol. I and II. Women's Educational Equity Communications Network, 1979 and 1980.

Format of Class:

The Saturday sessions will be all-day workshop sessions. Therefore, it will be best to "brown bag" our lunch on these Saturdays so that we can get to know one another better and do some sharing of ideas during the break.

Evaluation:

Participants in the class will be evaluated on their project, their class participation, and their attendance. This is a pass/fail course.

Appendix A (Cont.)

Women in School Administration

Course Outline

Session I: Growing Up Female

January 8, 5-9 PM

Introductions and Expectations
Time Line
The Tale of O
Consciousness Raising Exercises

Session II: The Male World of School Administration: Opening Doors

January 10, 9 AM - 4 PM

9:00 - 9:30	Barriers to Women in Educational Administration: What the Research Tells Us
9:30 - 11:30	Assertiveness Training: Changing the Way We Present Ourselves
11:30 - 12:30	LUNCH
12:30 - 2:00	The Calling Card: Preparing the Resume
2:00 - 4:00	The Job Interview: An Insider's View Dr. Robert Savitt, Guidelines, Inc.

Session III: Fighting Back — Coping Strategies

January 17, 9 AM - 4 PM

9:00 - 10:00	A Foot in the Door: Interviewing Techniques
10:00 - 11:00	In the Eye of the Beholder: Dress, Speech, Impressions
11:00 - 11:30	Resume sharing
11:30 - 12:30	LUNCH
12:30 - 2:00	Succeeding in a Male World: Women Administrators Talk About Themselves, Their Work, Their Struggles, and Their Successes Dr. Sally Evans, Principal, Lee Road School, Wantagh Marilyn Foodim, Administrative Assistant, Half Hollow Hills School District Barbara Kolb, Assistant Superintendet, Woodmere Public Schools Betty Levinson, Assistant Superintencent, LynBrook Public Schools. Mary Roth, Principal, Port Jefferson Elementary School Eleanor Rofheart, Principal, Old Mill Road Elementary Schoo
2:00 - 4:00	Getting Ahead: The New Girls Network Sponsorship, Networking, Organizations and Journals of Interest

Appendix A (Cont.)

Session IV: Discrimination: How to Recognize it, What to do About it

Janury 24, 9 AM - 4 PM

9:00 - 10:30	Paranoid Fantasies or Sex Discrimination
10:30 - 12:00	Sex Discrimination: Legal Remedies Rita Brettschneider, Attorney, Huntington
12:00 - 1:00	LUNCH
1:00 - 4:00	Presentation of Projects, Evaluations

As you will see on the enclosed vita, my prof. background includes a broad range of experience in all educational levels. I believe that I have the administrative -- as well as interpersonal -- skills that you are looking for in a leader. In the interest of brevity, my resume contains but a sample of activities in which I've been involved over the past years.

Should you be interested in my candidacy, I would enjoy meeting with you and/or the members of your screening committee to discuss it further. Thank you for your consideration.

Appendix A (Cont.)

Hofstra University

School of Education

Department of Educational Administration

Educational Administration 280: Women in School Administration

January 1982 X Semester
January 7, 5-9 PM: January 9, 16, 23, 9 AM - 4 PM

Student Center, Room 145

Dr. Arlene Gilligan: 764-1700 (office); 223-8764 (home) Office Hours by Appointment
Dr. Dorothy Pierce: 321-3038 (office); 499-3380 (home) Office Hours by Appointment
Dr. Charol Shakeshaft: 560-3551 (office); 292-9621 (home) Office Hours by Appointment

Course Objectives:

1. To examine barriers which may hinder the entrance of women into administrative positions;

2. To provide specific information, training, and skills to help women overcome these barriers.

Assignments:

1. Construct your own resume and make copies for each member of the class; Due for Session III.

2. Select a project which you will develop and share with other members of the class during Session IV. Choose your topic in consultation with the instructors or from the list provided during the first class session.

Textbooks:

Schmuck, P.A., Charters, W.W., Jr. and Carlson, R.O. Educational Policy and Management. New York: Academic Press, 1981.

Sadker, M.P. and D.A. Sadker. Sex Equity Handbook for Schools. New York: Longman, 1982.

Format of Class:

The Saturday sessions will be all-day workshop sessions. Therefore, it will be best to "brown bag" our lunch on these Saturdays so that we can get to know one another better and do some sharing of ideas during the break.

Evaluation:

Participants in the class will be evaluated on their project (30 points), their class participation (30 points), and their attendance (40 points). This is a pass/fail course. A passing grade is 70 points or better.

Appendix A (Cont.)

WOMEN IN SCHOOL ADMINISTRATION

COURSE OUTLINE

SESSION I: GROWING UP FEMALE

January 9, 5-9 PM

Introductions and Expectations
Profile Sheets
The Pinks and the Blues

SESSION II: THE MALE WORLD OF SCHOOL ADMINISTRATION: OPENING DOORS

January 9, 9 AM - 4 PM

9:00 - 10:15	Barriers to Women in Educational Administration: What the Research Tells Us
10:15 - 10:30	Break
10:30 - 11:30	Assertiveness Training: Changing the Way We Present Ourselves. Presentor: Jackie Bendicks, Educational Consultant.
11:30 - 12:30	LUNCH
12:30 - 2:00	The Calling Card: Preparing the Resume
2:00 - 4:00	The Job Interview: An Insider's View Presentor: William Kochnower, Search Team of Drs. William Kochnower and J. Green.

SESSION III: FIGHTING BACK -- COPING STRATEGIES

January 16, 9 AM - 4 PM

9:00 - 11:00	A Foot in the Door: Interviewing Techniques Irene Tietze, Franklin Square School District
11:00 - 11:30	Resume sharing
11:30 - 12:30	LUNCH
12:30 - 2:30	Succeeding in a Male World: Women Administrators Talk About Themselves, Their Work, Their Struggles, and Their Successes

Mildred David, Principal, Hewlett-Woodmere.
Sally Evans, Principal, Lee Road Elementary School.
Marilyn Foodim, Asst. Principal, Half Hollow Hills High School West.
Junie Irwin, Superintendent, North Merrick.
Betty Levinson, Assistant Superintendent, Lynbrook.
Violet Mandracchia, Principal, West Islip High School.
Queenabelle Turman, Principal, BOCES, Baldwin Harbor Road Junior High School.

Appendix A (Cont.)

2:30 - 2:45 Break

2:45 - 4:00 Getting Ahead: The New Women's Network

Kathy Ohlinger, President, Delta Kappa Gamma.
Judith Cohen, President, Nassau/Suffolk Council of Administrative Women in Education.
Susan Kaye, Chair, AASA Women's Caucus.

SESSION IV: FIGHTING BACK II

January 23, 9 AM - 4 PM

9:00 - 10:15 In the Eye of the Beholder, Dress, Speech, Impressions
Eileen Fitch, Yeshiva University

10:15 - 10:30 Break

10:30 - 12:00 Sex Discrimination: Legal Remedies
Adrienne Mirro, Esq.
Attorney
Arnold Firestone Firm

Violet Mandracchia
Commissioner
Suffolk County Human Rights Commission

Jean L. MacPherson
Regional Director
NYS Division of Human Rights, Queens Division

12:00 - 1:00 LUNCH

1:00 - 3:00 Presentation of Projects, Evaluations

3:00 - 4:00 Profile Sheets II

Appendix B

Loevinger Sentence Completion Form

Appendix B

Name or identifiable number _____

Age _____. Highest Degree You Hold _____

Marital Status _____

Instructions: Complete the Following Sentences

1. Raising a family

2. Most men think that women

3. When they avoided me

4. If my mother

5. Being with other people

6. The thing I like about myself is

7. My mother and I

8. What gets me into trouble is

9. Education

10. When people are helpless

11. Women are lucky because

12. My father

13. A pregnant woman

14. When my mother spanked me, I

15. A wife should

16. I feel sorry

17. Rules are

18. When I get mad

19. When a child will not join in group activities

20. Men are lucky because

21. When they talked about sex, I

22. At times she worried about

23. I am

24. A woman feels good when

25. My main problem is

26. My partner and I will

27. The worst thing about being a woman

28, A good mother

29. Sometimes she wished that

30. When I am with a man

31. When she thought of her mother, she

32. If I can't get what I want

33. Usually she felt that sex

34. For a woman a career is

35. My conscience bothers me if

36. A woman should always

Appendix C

Goal and Job Surveys

Appendix C

Name _____

Home address _____

Home Phone Number _____ Work Phone Number _____

Number of Years in Education _____

School Where Employed (or other workplace) _____

_____

Job Title and Responsibilities _____

_____

_____

Ultimate Professional Position Desired _____

_____

Professional Position Desire to Move Into Next _____

_____

A. List Three Professional Objectives You Would Like to Achieve in This Course:

1.

2.

3.

B. List Three Special Strengths, Skills, or Experiences You Can Contribute to the Resources of This Group:

1.

2.

3.

C. List Previous Workshops or Courses You Have Taken on Women's Issues:

D. List Memberships in Women's Organizations:

Appendix C (Cont.)

Hello. This is _____ calling for the Department of Educational Administration at Hofstra University. May I please speak with _____?

If person is not home
(When May I return this call so that
(I may reach her?

_____

(Thank you. I'll call back on
(_____.

If person is is home
(Hello. This is _____
(calling for the Department of Educa-
(tional Administration at Hofstra
(University.

I'd like to ask you some questions which should take no more than 5 to 10 minutes about a course on Women in Administration which you took during January 19__. Would that be alright? As we are going along, if any of my questions are unclear, please don't hesitate to ask. OK?

1. What are your immediate career goals?

2. What are your long term career goals?

3. What is your current job title?

4. How long have you held this job title?

5. If you are not currently an administrator, do you think there is a likelihood that you will become one?

_____ Yes

_____ No

6. Please tell me if the course you took on Women and Administration changed or affected your career life in any way.

_____ NO

_____ Yes

If yes, how?

Thank you for your help. You will be receiving a form in the mail within the next week which we would like you to fill out and return by January 15.

Appendix D

Class and Course Evaluation Forms

Appendix D

Evaluation

At the end of every session you will be asked to evaluate that day's proceedings and will be asked for any suggestions. Since each workshop is different because of the differing needs of the participants, we will be constantly consulting with you to check your reactions to use as a guide for future sessions.

Pick one phrase or a combination of phrases to complete which best summarizes your reaction to the day's proceedings.

I learned...

I realized...

I was surprised...

I was pleased...

I was displeased...

I wonder if...

I wonder why...

I wonder how...

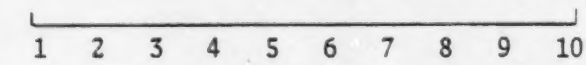
I wonder when...

I wonder about...

Appendix D (Cont.)

EVALUATION FORM

1. Using a scale from one to ten, how would you rate this session?



1 2 3 4 5 6 7 8 9 10

Dull Very Exciting

2. Why didn't you rate this session higher?

3. Why didn't you rate this session lower?

4. What would you want to see maintained?

5. What would you want to see changed?

6. Comments

Appendix D (Cont.)

EVALUATION

WOMEN IN ADMINISTRATION

January X Session, 198

Your help in shaping this course for a future time is desired. Please answer the questions below and add comments whenever necessary. If more room is needed, please use the reverse side. Please respond honestly and frankly. The purpose of this evaluation is to help us make decisions about the content and format of this course for the future. Thank you.

1. General rating. How do you rate this course in comparison with other graduate level courses in education? (Circle one)

   Top 5% top Quartile Average Lower Quartile Lowest 5%

2. Why did you give the course the rating you did?

3. How well do you think the course met the objectives outlined on the first evening of class and as stated in your course outline sheet?

4. Materials Handed Out in Class. Were the materials handed out in class useful? Were they materials that you would not have known about on your own?

5. What are the major strengths of the course?

6. What are the major weaknesses of the course?

Appendix D (Cont.)

Page 2

7. What would you have liked to see included that wasn't?

8. Should this course be given again?

9. Do you think this course should be expanded to include more material and be held during the regular semester?

10. Additional comments.

Appendix D (Cont.)

Hofstra University
School of Education
Department of Educational Administration

Course Evaluation Form

Course Title _____ Semester & Year _____

Professor _____ Place _____

PLEASE CIRCLE APPROPRIATE NUMBER

1. Objectives clarified

10 9 8 7	6 5 4 3	2 1 0
Objectives clearly defined	Objectives somewhat vague or indefinite	Objectives very vague or given no attention

2. Organization of course

10 9 8 7	6 5 4 3	2 1 0
Course exceptionally well organized; subject matter in agreement with course objectives	Course satisfactorily organized; subject matter fairly well suited to objectives	Organization very poor; subject matter frequently unrelated to objectives

3. Instructor's knowledge of subject

10 9 8 7	6 5 4 3	2 1 0
Knowledge of subject broad and accurate	Knowledge of subject somewhat limited	Knowledge of subject seriously deficient and frequently inaccurate

4. Variety in classroom techniques

10 9 8 7	6 5 4 3	2 1 0
Effective and varied use of classroom methods and techniques: Lecture, discussion, demonstration, visual aids	Occasionally changes method from straight lecture or discussion	Uses one method almost exclusively; all class hours seem alike

5. Interest level

10 9 8 7	6 5 4 3	2 1 0
Interest among students unusually runs high	Students seem only mildly interested	Majority of students inattentive most of the time

(over)